

# Educational Model development

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## The relationship between the teacher and the elderly

### Good preparation:

- Gather background information about the members of the group beforehand
- Think how you introduce yourself and the institution you represent
  - Do not use names that provoke certain images
- Introduce yourself, tell something about yourself
- Make the elderly introduce themselves
- Do not be afraid of being engaged with the staff, take the advantages of their experience and knowledge

### Respect the integrity of the elderly

- do not touch if they don't want – make sure it is ok
- listen to their wishes and ask about their views
- be equal, treat people in equal manner
- be aware of the hierarchical position of you and the elderly

### General rules and communication

- look at the eyes
- think about your voice level
- smile, encourage
- don't push – leave them space and freedom
- be clear in your speech
- use humor (but take care!) and encourage humor
- listen, let people speak
- be flexible
- encourage them to speak and communicate with each other
- ask questions but with respect
  - they don't need to answer if they do not want
- try to motivate in the activity but do not force > respect
- learn from their experiences yourself and let them know this
- give positive feedback
- pay attention to how you start and finish your group process
- think about how to display the ready products
  - acknowledge the work and each individual's effort
  - use e.g. names to show who has participated

Be aware of your personal perception/image of the elderly, prejudice

## Getting to know the target group

- Gather the information: social, cultural background
- Medical condition
- The infrastructure in the care setting
- Treat older people as adults

## The awareness of learning targets

- The teacher should be open-minded, in relationship to the target
- You have to be ready to work in the moment
- How to empower the older people to find their own targets
- Have a back-up plan
- Increasing the body-memory
- Inner attitudes influence the learning targets and the process
- If you don't feel good about what you are doing, the result won't be good

## Targets

- To make older people feel good
- To create a surrounding to make socializing possible
- Empowerment
- Train your hands and brain (use it or lose it)
- Feedback from the participants

## Good practice and examples

- Reflection
- What has been done before
- Topics from previous projects
- Talk to the nurses for information what the older people can do and their limitations
- Utilize different senses and memories
- Learn from your own process
- Learn from others
- Share the information
- Research ideas from internet and other artists
- Kind of science, to see the big picture

## Infrastructure and economic resources

- Closed room for working
- Room should be near the toilets and sleeping room
- Working outside if possible
- Good light in the room
- Music
- Care staff always present/available

- 60-90 minutes for workshop time is good
- 5-7 older participants for 1 artist and 1 nurse
- Materials: recycling, cheap materials
- Not too small items, e.g. needles
- Hard materials, such as wood, require a lot of storing space and special equipment
- Mix care home and home for nurses or young people: creating shared spaces for different generations is a win-win

## Cultural context and background

- Different time, generation, society class, living environment (e.g. soviet time and western culture) effects to relationship to materials and making
- Cultural traditions
- Relationship to art and self-expression
- How to teach students overcome cultural differences, with respect; students should know general things of cultural differences
- Craft professionals should develop their own philosophy of bringing good things
- Developing own culture in the workshops
- Care home culture
- Personal space and touching
- One shouldn't be too sensitive though

## Professional skills in arts and crafts

- Co-creation. Find best strategies of working together with older people
- The knowledge about how to use your professional skills to reach the aims of the workshop
- How to make a good presentation of the outcomes
- How to find interesting and creative solutions even when the economic resources are not good
- How to find the suitable material, technique and inspiring task for the target group
- How to prepare workshop place and the process, materials and room so that it supports the aims in best way

## Society, how to influence decision makers

